**Grades 6-12 ELA Lesson Plan**

**Teacher:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Grade/Course:** \_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **Unit Title: Can the World be a Fair and Just Place?** | | **Corresponding Unit Task: 2**  **Day 4.5** |
| **Unit EQ(s):** | How do readers compare texts across different genres? | |
| **Essential Vocabulary** | Purpose Audience Persona Argument, theme | |
| **Materials/Resources** | MLK speech, PAPA graphic organizer, comparing discussion questions | |
| **Activating Strategy/ Bell Ringer** | Journal: Record as many facts as you can recall about MLK Jr. | |
| **Balanced Literacy Components Addressed:**  X Reading  XWriting   * Word Study   X Speaking & Listening  **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice  X Independent | **Common Core State Standards:**  **L.6.6 –** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.  **RI.6.1 –** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  **RI.6.3 –** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text  **RI.6.6 –** Determine an author’s point-of-view or purpose in a text and explain how it is conveyed in a text.  **W.6.9** – Draw evidence from literary or informational texts to support analysis, reflection, and research.  **SL.6.1 A-D** Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on other’s ideas and expressing their own clearly.  **I Can Statements:**  **I can identify MLK Jr.**  **I can explain his influence on the civil rights movement.**  **I can define author’s purpose.**  **I can identify the author’s purpose within a given text.**  **Instructional Plan:**  **\***From their journals students will contribute to class K-W-L  **Read and Discuss:**  \*Teacher will give each student a copy of MLK Jr. speech in order to read while watching/listening to the speech. (Gaggle Tube: Martin Luther King- I have a dream, 17:28)  \*T-P-S Students record 3 important facts while watching  \* PAPA bookmark available for students on GEMS  \*Teacher will remind students of PAPA strategy used for JFK  \*Students will complete PAPA for the speech  **Group work:**  \*Students will be given a section of the speech to analyze. (Speech is chunked, attachment) Students can highlight unfamiliar words, important sentences and explain the importance.  \*Students can circle tone words. (PDF file of tone words)  \* Students will present findings (gallery walk, group presentations, etc..)  **Comparing**:  \*Paideia seminar could be used to compare  \*Partners/small groups to answer the following questions:   * + How do authors use language and words to create a powerful speech?   + How did each speech appeal to you emotionally?   + How did the speech flow from point to point?   + What specific words made you agree or disagree with JFK’s speech to the American public?   + How did figurative language in each text impact you as a reader?   + How does the audience influence how the author crafts a speech or text?   + What is each author’s point of view and purpose for writing each text and how is this purpose conveyed?   + How does each speech introduce, illustrate, and elaborate on the topic of civil rights?   + Choose an important sentence from each text and explain how that sentence fits into the structure of the text and contributes to the development of the theme.   \*Double bubble map or venn diagram possibility  \*Group Work: discussion questions for groups attached, these may be cut in strips and distributed, these may be discussed as a class, these may be adapted for students | |
| **Closing/Summarizing Strategy** | Wordsplash or Wordle that conveys author’s feelings or impact on the reader using tone words from the speeches. | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Differentiation Strategies** | **Extension** | **Intervention** | **Language Development** |
| No extension required. | At this point, the teacher will complete a sample PAPA organizer with the best of the information provided by the students. This will serve as a model PAPA graphic organizer for the lower students. | In a cooperative mixed group of strong and weak readers, students will complete a [modified PAPA graphic](Analysis%20of%20Speeches%20-%20Task%202%20-%20Modified%20PAPA.docx) organizer for the second speech. (use template on GEMS, step 6) |
| **Assessment(s)** | PAPA organizers | | |
| **Reflection** |  | | |